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Summer Institute of Psychological-Sociological Problems of School Desegregation. 80 School Administrators, Supervisors, Principals and Teachers in Ten Florida Counties. Final Report.

Bethune-Cookman Coll., Daytona Beach, Fla.

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A six-week biracial summer institute for school personnel and a follow-up one-day symposium were devoted to increasing understanding of problems accompanying desegregation, changes in race relations patterns, and ways of solving psychological-sociological problems posed by desegregation. Another concern was to develop acceptance and understanding of the aspirations of Negro youth and the role of segregation in thwarting their hopes. The participants recommended a clinical-diagnostic and individualized approach in teaching, with guidance services provided. Home visits by teachers are particularly important for disadvantaged Negro students entering formerly all-white schools, to train children and families to care for property and develop "proper" values, and to take pride in home, school, and community. Positive administrative leadership is also needed. (NH)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT

SUMMER INSTITUTE ON PSYCHOLOGICAL-SOCIOLOGICAL
PROBLEMS OF SCHOOL DESEGREGATION

80 SCHOOL ADMINISTRATORS, SUPERVISORS,
PRINCIPALS AND TEACHERS
IN TEN FLORIDA COUNTIES

JOSEPH H. TAYLOR, DIRECTOR

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BETHUNE-COOKMAN COLLEGE

Richard V. Moore, President

The Project Reported Herein Was Supported by a Contract from the U. S.
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28 March, 1968

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INTRODUCTION

Herewith is submitted the final report of the Summer Institute on Psychological-Sociological Problems of School Desegregation, Bethune-Cookman College, Daytona Beach, Florida for the contract period beginning 1 April, 1967, and ending 31 March, 1968. The materials herein cover the period from 31 August, 1967, to 31 March, 1968.

Participants came from nine Florida Counties and were distributed as follows:

<u>County</u>	<u>Negro</u>	<u>White</u>	<u>Total</u>
Brevard	2	2	4
Duval	7	6	13
Flagler	5	2	7
Lake	3	0	3
Marion	4	0	4
Orange	3	5	8
St. Johns	2	2	4
Seminole	2	2	4
Volusia	<u>6</u>	<u>7</u>	<u>13</u>
	34	26	60

The desegregation picture in the school systems of the nine counties represented in the Institute was as follows:

<u>System</u>	<u>Schools</u>	<u>Student Desegregation</u>	<u>Student & Faculty Desegregation</u>	<u>No Desegregation</u>
Brevard	54	22	14	21
Duval	134	36	0	98
Flagler	3	0	0	3
Lake	35	25	5	5
Marion	34	16	5	13
Orange	100	30	5	65
St. Johns	14	7	0	7
Seminole	24	12	6	6
Volusia	<u>6</u>	<u>25</u>	<u>6</u>	<u>31</u>
	460	173 (37.6%)	38 (8.3%)	249 (54.1%)

Of the sixty participants (one died during the follow-up period), thirty-two were males and twenty-eight were females. Thirty-eight were classroom teachers; eleven were principals. In addition, there were four counselors, four librarians, two attendance officers, and one guidance counselor.

During the final week of the six weeks Institute (12 June-23 July, 1967), six top level school administrators participated in the program. There were two county superintendents (Lake and Volusia); one Board of Education Chairman (Volusia); two directors of instruction (Duval and Lake); and one pupil placement officer (Seminole).

A. Objectives

Among the objectives of the Summer Institute on Psychological-Sociological Problems of School Desegregation were the following:

- (1) To provide educational leadership of the area with the information, insights, and skills necessary to solve the human problems occasioned by school desegregation.
- (2) To bring about an intelligent appreciation of changing patterns in race relations in the United States.
- (3) To discuss ways and means of assisting in the solution of social problems posed by desegregation.
- (4) To develop an intelligent understanding and appreciation of the hopes and aspirations of Negro youth and how the pattern of segregation has thwarted these hopes and aspirations.

B. Follow-up Program

The follow-up program was designed to determine the extent to which the objectives were being attained in the nine counties from which the sixty participants came.

1. Questionnaire

In preparation for visitations to the counties, the following relevant questions were submitted to each participant on 27 October, 1967:

- (a) What is the desegregation picture in your county, community, and/or school?
- (b) Is desegregation being put into effect for the first time in your county or school?
- (c) What problems have you become aware of?
 - (1) Are they psychological? If yes, please describe.
 - (2) Are they sociological? If yes, please describe.

- (d) Have you, as an individual, or as a member of a team, made any contact with your immediate superior regarding any of the proposals or recommendations made in the Institute? If not, do you have any plans for such contact?

The follow-up program was delayed for approximately one month due to a crisis in the Florida public school system. However, at the time of the submission of the foregoing questions the situation had cleared up.

2. Some Reactions to Questions Submitted

"Language barrier apparent - Economic deprivation of past years."

"Informal discussions with our superintendent have been held concerning desegregation and possible methods or means of implementing the program."

"We feel that the desegregation picture locally (community and school) is becoming more favorable and being more readily accepted by citizens involved."

"Our main problem was the adjustment of intermediate students to the other race personnel . . ."

"Recently our principal (white) brought before the faculty the thought that while desegregation had proceeded smoothly at Mainland, he felt that that was not enough. He spoke of being aware of 'block seating' in the lunch room and at pep rallies. 'We should work for integration as well as desegregation,' he stated firmly."

"The team from Duval County was bi-racial and we have had two meetings both of which were prior to the opening of school. The first meeting was with school principals and administrators two days prior to pre-planning. At this meeting there were six of the participants in attendance. The revealing information reported by them from the institute was well accepted and enlightening to most of the principals and administrators. The second meeting of the entire team was held during pre-planning in the form of a workshop with principals and teachers who would be affected by desegregation. This workshop was held for two days and participants were paid for serving as resource persons."

"The few problems that I have become aware of are probably psychological; many are just personal fears based upon non-factual predispositions."

"Some of us have created personal friendships and exchange ideas from time to time in an effort to assist teachers who might have some misgivings about faculty desegregation."

"There is just as much segregation in our county as it was last year. This is our third year, but because of choice forms, there is little desegregation. The problems here are both psychological and sociological, because some of the people here will not accept the Negro as equals. This is true of educators as well as lay persons."

"Many (by no means all) Negro students are victims of perhaps oppression psychosis--at any rate the behavior of most Negro students is defensive."

3. Visitations

On the basis of the replies to the questions submitted, the Director of the Institute made the following personal visitations.

1. Brevard County - 2 November and 8 December, 1967
2. Seminole County - 10 November and 2 December, 1967
3. Flagler County - 15 November, 1967 and 29 January, 1968
4. St. Johns County - 17 November, 1967 and 26 January, 1968
5. Lake County - 20 November, 1967 and 31 January, 1968
6. Duval County - 22 November, 1967 and 13 January, 1968
7. Marion County - 22 November, 1967 and 6 January, 1968
8. Orange County - 9 December, 1967 and 19 January, 1968
9. Volusia County - 15 December, 1967 and 9 January, 1968

Four of the visitations were on Saturdays and two on the day preceding the Thanksgiving holidays. The visits were with individual participants or groups of participants on an informal basis. The first visit to each county was concerned with a consideration of the peculiar problems faced by each participant. There was a discussion of the pattern of desegregation and

the particular problems arising therefrom. Particularly, there was concern about the psychological and/or sociological problems with which the participant had become aware. Consideration was also given to the relevance of the proposals and recommendations made in the Summer Institute.

The second visit was concerned with progress reports of observations on the impact of desegregation on both the Negro child and his White school mates. Were the children of both racial groups behaving normally? Were the Negro children developing a sense of "belonging"? What seemed to be the attitudes of teachers of a different race? To what extent did they inspire confidence in their pupils of a different race? Did they consider themselves and their pupils as "problems"?

In all of the counties visited there were varying degrees of desegregation. However, for the most part it was token. The movement of pupils was from the Negro school to the formerly white schools. The following tables were submitted from the predominantly White Mainland High School of Volusia County, the third largest of the nine counties participating in the Institute.

TABLE I

Students

<u>Grade</u>	<u>White</u>	<u>Negro</u>	<u>Other</u>	<u>Total</u>
10	681	76	0	757
11	662	68	2	732
12	<u>481</u>	<u>33</u>	<u>0</u>	<u>514</u>
Total	1824	177	2	2003

TABLE 2

Teachers

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Full-time	75	3	78
Part-time	<u>5.2</u>	<u>0</u>	<u>5.2</u>
Total	80.2	3	83.2

TABLE 3

Principals

	<u>White</u>	<u>Negro</u>	Total
Full-time	3	0	3

TABLE 4

Other Instructional Staff

	<u>White</u>	<u>Negro</u>	<u>Total</u>
Full-time	11	0	11
Part-time	<u>2.8</u>	<u>0</u>	<u>2.8</u>
Total	13.8	0	13.8

TABLE 5

New Instructional Staff

<u>White</u>	<u>Negro</u>	<u>Total</u>
13	3	16

4. Special One-Day Symposium

From the operating budget of the Summer Institute on Psychological-Sociological Problems of School Desegregation there was an unexpended balance

of \$2,263.65 as of 31 December, 1967. On 25 January, 1968, a request was made to Mr. Elton Ridge, Education Research and Program Specialist, of the Office of Equal Educational Opportunity, for permission to use the unexpended balance for a one-day symposium for the sixty participants. The request was approved on 6 February, 1968 by Mr. Albert Riskin, Contracting Grants Officer.

An invitation was extended to the Dade County (Florida) Board of Public Instruction to provide the consultants for the symposium. Dade County was selected because it has the most up-to-date public school system in the state, and because greater progress has been made toward the desegregation of schools than any other county in the state.

The Board selected Dr. Gilbert L. Porter, Special Assistant to the Deputy Superintendent; Dr. J. L. Jones, Principal, Drew Junior High School; Miss Trudy Berlin, Librarian, Drew Junior High School; Mr. Wilbert Barrett, Team Leader of Social Studies, Drew Junior High School, and Mr. Gilbert Johnson, Project Manager, Learning Laboratories. The team of consultants was composed of three Negroes and two White persons. The specific request of the team of consultants was: How Dade County had tackled the psychological-sociological problems incident to desegregation.

Invitations were sent to the 59 summer institute participants (one was deceased) inviting them to come to Bethune-Cookman College on Saturday, 9 March, 1968, for the symposium. Fifty-three attended. This attendance is remarkable in that a teacher-walk out was in progress during the week of the symposium.

a. Program

The program was made up of a keynote address by Dr. Gilbert L. Porter, followed by a symposium made up of Miss Berlin and Messrs. Barrett, Johnson, and Jones. Following the noon hour the participants met in four groups of approximately 15 each for discussion.

The keynote address was delivered by Dr. Porter. Following are some significant statements:

"Dade County has made noteworthy progress in desegregating its schools. In general, progress has been made in both faculty and student body integration."

"The 90.1% of schools having racially mixed faculties compares with 90.5% a year ago, and only 37.0% two years ago when figures took a sharp upswing."

"The new statistics show 57.7% of student bodies are integrated against 56.7% last year and 44.2% in 1965-66. The student populations are integrated in 16 of the 19 senior high schools, 29 of 39 junior high schools and 78 of 155 elementary schools."

"Overall, 54.2% of white (including Cuban refugee youngsters) and 56.8% of Negro pupils are members of integrated student bodies."

"In the employment of personnel new to Dade County in 1967-68, at the opening of school there were 1,084 instructional employees of whom 160 or 14.8% were Negro and 924 or 85.2% were white. This is an area that should be watched carefully to make certain that a completely fair policy which insures quality teachers is continued."

Reactions of Classroom Teachers:

"Negro children now feel that they can achieve--since it appears that someone is interested in their development. They are not afraid of anyone."

"Two teachers replied: We are not as complacent as we used to be. We are now striving toward greater achievement."

"Negro teachers feel that they are getting respect from the other group for the first time."

"We have more voice now in how the school is operated. We know more about the entire system and how it operates than ever before. We seem to be included now. This was not true under a segregated setup."

What can teachers do?

"White teachers and students should not expect more from Negro students than they do from white students in curricular and extracurricular activities."

"See that Negro students are fully informed about special honors open to qualified students."

What can the community do?

"Negro parents should encourage their children to participate in every phase of school activities."

"Negro parents should feel it their obligation to attend games, social functions and to frequent the school premises simply for the purpose of being seen at these functions if nothing more. The more they are seen in integrated situations, the easier it will become for all concerned."

"Help promote small frank group discussions in which misconceptions, prejudices, questions and apprehensions can be brought out into the open and examined. This will be most helpful in fostering tolerance and understanding."

"Parents should talk over problems that children have with them daily. This seems to relieve the tensions they have built up during the day."

"PTA could sponsor discussions on matters pertaining to the enrollment of Negro students. White parents could also be more friendly to Negro parents at meetings. Negro parents should be placed on committees and be called upon to serve in other useful ways in the PTA organizations."

"The news media should take positive action to create a climate of friendship and respect in the school and community."

INSTITUTE ON THE PSYCHOLOGICAL-SOCIOLOGICAL
PROBLEMS OF SCHOOL DESEGREGATION

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BETHUNE-COOKMAN COLLEGE
DAYTONA BEACH, FLORIDA

FOLLOW-UP PROGRAM
9 March, 1968

10:00 a.m. - 12:15 p.m.

1. Opening Statement Dr. Joseph H. Taylor
Institute Director
2. Greetings Dr. Richard V. Moore
President
3. ADDRESS Dr. Gilbert L. Porter
Special Assistant to the
Deputy Superintendent
Dade County Schools
4. Coffee Break (15 minutes)
5. Symposium: The Desegregation Picture in Dade County - Problems

Miss Trudy Berlin, Librarian Drew Jr. High School	Dr. Johnny Jones, Principal Drew Jr. High School
Mr. Gilbert Johnson Project Manager Learning Laboratories	Mr. Wilbert Barrett Team Leader of Social Studies Drew Jr. High School

12:30 - 1:45 p.m.

L U N C H

- 2:00 - 3:15 - Group Discussions Dr. Gilbert Porter
Coordinator

Group #1 - Room 117 Kettle - Mr. Wilbert Barrett, Leader
Group #2 - Room 124 Kettle - Miss Trudy Berlin, Leader
Group #3 - Room 125 Kettle - Mr. Gil Johnson, Leader
Group #4 - Room 127 Kettle - Dr. Johnny Jones, Leader

3:30 - 4:00 - Group Reports - Kettle 101

4:00 - Adjournment

PSYCHOLOGICAL-SOCIOLOGICAL INSTITUTE
SYMPOSIUM

GROUP I

1. Mr. Donald P. Anderson
2. Mrs. Beady Thompson Baisden
3. Mr. Cortlandt Belton
4. Mr. U. F. Gibbs
5. Mrs. Annie H. Hill
6. Mr. Lynn Lyons
7. Mr. Robert L. Mitchell
8. Mr. Preston Peterson
9. Mr. Morris M. Ruby
10. Mr. Robert Lee Snider
11. Mr. Owen G. TenBroeck
12. Mr. John P. Vodenicker
13. Mrs. Jewell A. Wilson

GROUP II

1. Mr. Marion Atkinson
2. Dr. Floyd Stephen Baker
3. Mrs. Jean M. Beck
4. Miss Mary J. Bennett
5. Mrs. Mary Irwin Cooksey
6. Mrs. Gloria D. Graham
7. Mr. Alan C. Hobbs
8. Miss Joann Massey
9. Mr. Andrew J. Moore
10. Miss Myrtle June Poland
11. Mrs. Annie S. Rutledge
12. Mrs. Estelle S. Thomas
13. Mr. Jefferson P. Voss
14. Mrs. Ossie L. Worsham

GROUP III

1. Mr. Wesley L. Avery
2. Miss Myrtice A. Beckton
3. Mr. Edward L. Blacksheare
4. Mrs. Mentha A. Ellis
5. Mr. John R. Heath
6. Mr. Samuel N. Mosley
7. Mrs. Alice Matters Pegram
8. Mr. Tyrone L. Pressley
9. Mrs. Elizabeth P. Ryoland
10. Mr. David H. Staples
11. Miss Josephine Thomas
12. Mr. H. M. Whites, Sr.
13. Mr. Jerry W. Wosenske

GROUP IV

1. Miss Elise Aytes
2. Mrs. Lillie B. Belle
3. Mr. James G. Campbell, Sr.
4. Mr. Gerald Eubanks
5. Mr. Walter Lee MacMillan
6. Mr. Stanley Muller
7. Mrs. Mildred Peterson
8. Mrs. Linda Harris Reddick
9. Mrs. Mercy Lee Singleton
10. Mr. Robert Strachan
11. Mrs. Lorraine K. Stretcher
12. Mr. J. Samuel Thomas, Jr.
13. Mr. Joseph F. Williams

b. Group Reports

The following general conclusions and recommendations were made by the participants in the four groups as to how to cope with psychological-sociological problems of school desegregation:

- (1) Pretest children to determine their level of performance; group them for objectives based on their needs; and evaluate their performance rather than test results.
- (2) Make provisions for guidance counselors and periodical individual guidance services for students.
- (3) Make provisions for balance teacher-pupil ratio for home visits.
- (4) Teachers should be child-conscious rather than test- or content-conscious.
- (5) Instruction should be geared to pupil needs rather than to textbooks and materials.
- (6) For the Negro children from poverty situations who move to formerly all-white schools, there should be initiated a training period in the home on how to keep property up; and the development of pride in the home, the school, and the community.
- (7) There is need for positive administrative leadership.
- (8) There is need for the development of the proper values.
- (9) Teachers should initiate conferences with parents in an effort to strengthen within the home a sense of values.
- (10) Boards of Education need to be visited by teachers who are closest to the psychological and sociological problems in desegregated schools.